



Public Schools of North Carolina

EC Directors' Webinar

December 3, 2013

Upcoming Events

- Occupational Course of Study Webinar
December 18, (3:30pm-4:30pm)
- December 2-6, 2013: Headcount submission
December 20, 2013: Certification
- March 10-12, 2014: March Institute
- January 24, 2014: Deadline for Distinguished
Service Award submissions
- Registration of Legally Blind
- Deaf-Blind Census



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Mission and Goals

Ensure that students with disabilities develop intellectually, physically, emotionally, socially, and vocationally through the provision of an appropriate individualized education program in the least restrictive environment.



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Strategic Vision Statements

EC Strategic Vision Statements to Improve Student Outcomes

1. provide customized support for LEAs
2. build LEA capacity to sustain best practices
3. build stronger relationships, problem solve and make decisions collaboratively with LEAs, councils, advocacy groups, parent groups, IHEs and other agencies
4. implement an effective general supervision system



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Objective A 2

Ensure that every LEA collects, analyzes and utilizes valid and reliable data, including data profile, to make decisions

- Define core special education
 - General Supervision/Compliance
 - General Supervision/Fiscal
 - Programming with Fidelity
- Create needs assessment – a rubric



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Objective A 3

Ensure that the SEA collects, analyzes, and utilizes valid and reliable data to make informed decisions

- Collect statewide data through PowerSchool
- Analyze state data
- Develop a framework for SEA data analysis (RCs)
- Develop a tiered level of LEA support based on data analysis (RDA)



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Objective B 2

Ensure effective implementation of coaching at all levels – state, region, LEA, school, and classroom

- Provide professional development to Division staff on principles of effective coaching
- Provide professional development to LEAs on effective coaching principles
- Build capacity to support professional development of all levels



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Vision Statement C

Build stronger relationships, problem-solve, and make decisions collaboratively with LEAs, councils, advocacy groups, parent groups, IHEs and other agencies



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Objective C 3

Increase collaborative design, implementation, participation, and evaluation of professional development

- Expand joint-planning of Division-wide professional development with stakeholders**
- Collaborate with stakeholders regarding planning and implementation of professional development**
- Expand Division staff participation in professional development initiated by others**



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Vision Statement D

Implement an effective general supervision system



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Objective D 3

Maintain an effective Dispute Resolution System

- Establish capacity at the local level for dispute resolution with districts, parents, and advocacy groups
- Expand technical support for dispute resolution at the state level
- Ensure quality professional development for facilitators, mediators, hearing officers and complaint investigators
- Expand resources available through parent resource center
- Articulate scope of early resolution, facilitation, mediation and due process
- Ensure collaborative process and feedback loop regarding disputes and complaints



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Objective D 4

Implement monitoring activities to ensure compliance with state and federal statutes


- Develop a tiered monitoring system
- Implement a tiered monitoring system
- Expand collaborative intra- and inter- Division monitoring system
- Conduct follow-up to ensure correction of identified non-compliance



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Process Overview

Type of Situation	Complex Situation	Deviations	Decisions	Plans & Change
Typical Pit Fall	Being too General	Jumping to Cause	Jumping to Options	Being too Reactive
Rational Process	Situational Appraisal	Problem Analysis	Decision Analysis	Potential Problem Analysis
Basic Steps	SCAN	FIND	SELECT	PLAN

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Read To Achieve

- Identify all 3rd grade EC students
- Work with Regular teacher to understand when the 12 standards are being implemented
- 36 passages
- Understand series of tests
- Have to be in a summer program
- ESY
- IEP can't be used to excuse non Extend I students



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Medicaid/Private Providers

- Private Providers asking parents to prohibit schools from accessing Medicaid due to visit counts for SLP/Auditory
 - Mild – 6-26 visits
 - Moderate – Up to 46
 - Severe – Up to 52
 - Source of ranges unknown



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Medicaid/Private Providers

- Application of this process is unclear and not researched based
 - and is a 10-A policy not 10-C
- DMA is asking for IEP info on number of school based visits
- This is a potential FERPA/HIPAA issue
- Disclosure entirely up to the parents
- DPI is asking that: 1) Stop asking PP to have school info for prior approval and 2) Stop including school visits in visit limits – LEAs don't seek DMA reimbursement



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Fiscal Update

- PRC 060: 2nd allocation goes out this week
- All PRCs should now be allocated
- PRC 118 : Refer to memos regarding usage of funds for Related Service Providers and Autism Problem-Solving Teams
- Reminder: Update your PRC 118 budgets
- Sequester: Next year



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Up Coming Fiscal

- February Regional Directors Meetings:
 - Invite your Financial Officer to attend
 - Training session on Grants and Budgets
- March Institute
 - Pre-Institute Financial Sessions (Monday)



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Residential Programs

- Working with all three to develop strategic plans that will address academics as well as how they are presently situated and where they want to go
- HB 317 – Section 2 – creating a database of all students who are deaf and hard of hearing – to ensure literacy achievement for all deaf and hard of hearing students



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PEPs and IEPs

- They are two separate documents
- PEPs are developed by the regular education teacher to specifically address how they are going to differentiate either individually, by class or by grade level – for all students at risk of failing
- The IEP should be supplemental and supportive but should not be used to supplant the PEP



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EC Scholarship Grant/Voucher

- Also meets the following criteria
 - Was enrolled in a NC public school during the previous year
 - Received EC services (regular and related) through a NC public school as preschool child with a disability the previous semester
 - Received a scholarship grant for the previous semester
 - Is eligible for enrollment in Kindergarten or the first grade in a NC public school
- Remember the last group still has to meet all three prongs to be eligible for special education



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Senate Bill 168

- Part X – Simplify Individual Educational Program Reporting
 - The State Board shall develop forms for local educational agencies to use in order to meet and comply with this Article. The forms shall comply with G.S. 115C-12(19) and where ever possible limit the requirement for narrative reporting to essential components requiring personalized student information and (1) be in an electronic format.
- We will be developing a task force to look at how we can simplify the IEP – we will be starting this in the early part of next year.



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Indicator 17 Phase I

- **Phase I** (must include with 2015 submission of SPP/APR for FFY 2013):
- Data Analysis (detailed analysis of data and infrastructure);
- Identification of the Focus for Improvement;
- Infrastructure to Support Improvement and Build Capacity; and
- Theory of Action (general improvement strategies, outcomes to be met to achieve the State-identified, measurable improvement in results for students with disabilities; includes changes to State System, LEAs, school and provider practices that must occur to achieve desired results).



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Indicator 17 Phase II

- **Phase II** (in addition to Phase I content outlined above, must include with 2016 submission of SPP/APR for FFY 2014):
- Infrastructure Development;
- Support for local educational agency (LEA) Implementation of Evidence-Based Practices; and
- Evaluation Plan.



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